

Annual School Library Growth Plan

Date: 09/17/14

School Librarian: Susan Gilbert

School: Westminster High School

District: Adams 50

Library Mission: D50 Secondary Libraries are committed to fostering lifelong learning through inquiry, exploration and self expression, and to developing independent learners who participate responsibly in our diverse and changing world.

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| G O A L 1 | School Unified Improvement Plan Goal (UIP) Goal | UIP states that by the end of the 2013-2015 school year the Median Student Growth Percentile in Math will be 45 |
| | HESLP Target area (which 1 or 2 areas would you like to improve upon and WHY?) | Select a target area from the HESL "Evaluation Rubric" in which you would like to make growth. We recommend targeting an area from the "Leadership" or "Instructional Expert" areas of the HESLP rubric. After identifying which area (i.e., collaboration), write a brief sentence or so explaining WHY you are targeting this area for growth. Instruction and Learning Environment, Instruction and Collaboration This is one of the areas of my Professional Growth Plan required by CDE and one that I hope to achieve higher than proficient in order to best meet the needs of our students. Math is an area not normally thought of with respect to libraries and I want to change that paradigm. |
| | My SMART goal which is worded to show alignment between UIP and HESL Target area | Based on your target area, write growth plan goal #1 here. How is this aligned with your school's goal? I will support this goal by displaying monthly graphs that illustrate the number of overdue library books and their cost. These graphs will be updated daily. At the end of each quarter/semester, 5 students will be asked to average the number of overdue library books and their cost. |
| | My Strategies/Indicators for carrying out my SMART goal | What actions will you need to do to implement your goal? I will meet with every department once a year to gather data as to how I can best support their programs and their students. |
| | My Partners | Jess Rapp, Algeo 2 & 3 teacher, my student assistants and LASA members. (Latin American Student Association) and Department Chairs |
| | MEASURABLE EVIDENCE of Collaboration, Leadership, and/or instruction | What evidence can you provide that is meaningful proof of how you carried out your strategies for your goal? 1. At the end of each semester, 5-10 students will be asked to average the number of overdue library books and their cost. 2. Add a prediction sheet asking students to predict the number of overdues and their cost for the next day. Students who are correct in their predictions and calculations will receive a prize.3. Every quarter 5 students will be asked to compare the current quarter or semester with last year's data and write a PEAL paragraph |

SMART Goals:

☐ Specific ☐ Measurable ☐ Achievable ☐ Results-Focused ☐ Time Bound

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| | | about their findings/results. |
| | MEASURABLE EVIDENCE of Student Growth | What evidence can you provide that shows how what you taught or implemented resulted in student growth? At the end of each quarter/semester, 5-10 students will be asked to average the number of overdue library books and their cost and to create a PEAL paragraph illustrating their findings. |

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| G O A L 2 | School Unified Improvement Plan Goal (UIP) Goal | Improving Post Secondary/Work Force Readiness for all high school students is an UIP goal. My goal is to sponsor/oversee the Westy Tutoring Center which is located in the library. Peer tutors will be scheduled during their off hours to assist other students who need help with their assignments. This is a means to ensure students keep on track to graduate and gives the tutors some leadership skills. |
| | HESLP Target area (which 1 or 2 areas would you like to improve upon and WHY?) | Instruction and Learning Environment, Instruction and Collaboration This is one of the areas of my Professional Growth Plan required by CDE and one that is critical for the success of many of our students, especially our undocumented students. |
| | My SMART goal which is worded to show alignment between UIP and HESL Target area | By remaining in contact with the same tutors all year or all semester, this will establish a partnership that will provide for graduation success for both them and their peers who are being tutored. |
| | My Strategies/Indicators for carrying out my SMART goal | Locate students who are interested in becoming peer tutors; meet with groups such as NHS, IB classes, etc. Create a notebook for the tutors to keep track of their hours and # of students they help. Create a sign in process for students who are being tutored. Monitor tutors daily. Meet with tutors as a group quarterly to manage successes, suggestions for improvements, etc. |
| | My Partners | Scott Troy, Jess Rapp, Greg Russo, Lottie Wilson |
| | MEASURABLE EVIDENCE of Collaboration, Leadership, and/or instruction | By May 2015, the Tutoring Center will have served 100 students. |
| | MEASURABLE EVIDENCE of Student Growth | Tutors will keep a record of their successes and how many students they meet with daily |

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| G | School Unified Improvement Plan Goal (UIP) Goal | I will demonstrate leadership and contribute positively to the teaching profession. |
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| O A L 3 (optional) | HESLP Target area (which 1 or 2 areas would you like to improve upon and WHY?) | In addition to my role as the high school librarian, I am the District Library Leader. Therefore I need to support the ESP library staff as much as possible. Holding a vendor fair will assist them with their collection development and ordering needs. |
| | My SMART goal which is worded to <i>show alignment between UIP and HESL Target area</i> | By May 2015 I will partner with students, staff and parents to provide 4 different community outreach programs or opportunities |
| | My Strategies/Indicators for carrying out my SMART goal | 1. Continue as a LASA sponsor who provides career and job opportunities: La Fiesta, Parent Nite Outs, Spring Extravaganza (Yard Sale) , field trips, Peace Jam mentor and trainings, DACA trainings, etc. 2. Provide training for elementary and secondary library staff and/or attend such District meetings or trainings. Organize a vendor fair in October 2004 for all library and interested staff members 3. Teach Digital Literacy to parents as part of a District Library Night event |
| | My Partners | Jess Rapp and Greg Russo – LASA sponsors, Sasha Milanova and Brenda – Peace Jam, Alice Collins – Director of Learning Services, Nancy Hernandez and Ana Aguire - A50 |
| | MEASURABLE EVIDENCE of Collaboration, Leadership, and/or instruction | 90% of the District library staff will attend the vendor fair. Participation in the other 3 events will increase by 10% from last year's events. |
| | MEASURABLE EVIDENCE of Student Growth | The LASA events will earn \$3000 to support our scholarship for our Latino students. The vendor fair will be successful with 75% attendance and expanded next year to include staff and parents. |

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